DCCUMENT RESUME

ED 036 626 08 VT 010 036

AUTHOR	EGGEMAN, DCNALD F.; AND OTHERS
TITLE	PROBLEMS IN THE TRANSITION FRCM SCHOOL TO WORK AS PERCEIVED BY YOUTH OPPCRTUNITY CENTER COUNSELORS. A NATIONAL SURVEY. FINAL REPORT. RESEARCH SERIES NC. 53.
INSTITUTION	OHIO SIATE UNIV., COLUMBUS. CENTE. FOR VOCATICNAL AND IECHNICAL EIUCATION.
SPONS AGENCY	OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
BUREAU NO	BR-7-0158
PUB DATE	DEC 69
GRANT	OEG-3-7-000158-2037
NOTE	76P.
AVAILABLE FROM	THE CENTER FOR VCCATIONAL AND TECHNICAL EDUCATION, THE CHIO STATE UNIVERSITY, 1900 KENNY ROAD, COLUMBUS, OHIO 43210
EDRS PRICE	EDRS PRICE MF-$0.50 HC-$3.90
DESCRIPTORS	ADJUSTMENI PROBLEMS, BIBLIOGRAPHIES, COUNSELING SERVICES, *COUNSELOR ATTITUDES, EMPLOYMENT, INSTRUCTIONAL AIDS, INSTRUCTIONAL MATERIALS, JOB TRAINING, OCCUPATIONAL GUIDANCE, PERSONALITY PROBLEMS, QUESTICNNAIRES, *SCHOOL ROLE, TEACHER ATTIIUDES, *VOCATIONAL ADJUSTMENT, *YOUTH EMPLCYMENT, *YOUTH PROBLEMS
IDENTIFIERS	*SCHOCL TO WORK TRANSITION

ABSTRACT

QUESTICNNAIRES CCNCERNING MAJOR PROBLEMS FACING YOUTH IN THE TRANSITION FROM SCHCCI TC WORK WERE MAILED TO ALL COUNSELORS AT THE 167 YOUTH OPPORTUNITY CENTERS (YOC) OF THE U.S. EMPLOYMENT SERVICE. DATA WERE OBTAINED FROM USABLE RETURNS BY 763 (59 PERCENT) CCUNSELORS. THE PRCBLEMS WERE CATEGORIZED INTO NINE MAJOR CATEGORIES (JCB PREPARATION, PERSONALITY VARIABLES, VOCATIONAL BEHAVIOR, SCHCOL PROGRAMS, DISCRIMINATORY FACTORS, FAMILY BACKGROUND, COMMUNITY FACTORS, FACTORS INHERENT IN JOB, AND MILITARY OBLIGATION), AND 50 SUB-CATEGORIES. PROBLEMS ENUMERATED BY YOC CCUNSELORS AND BY A PURPOSIVE SAMPLE OF VOCATIONAL EDUCATORS (GARBIN, ET AL., 1967) HAVE A CORRELATION OF .61 (SPEARMAN) WHICH INCREASES THE PROBABILITY THAT THESE ARE REAL PRCBLEMS FACING YOUTH. COUNSELORS RECOMMENDED THAT SCHOOLS PROVIDE BETTER OCCUPATIONAL INFORMATION, MORE VOCATIONAL GUIDANCE, AND ADDITICNAL COURSES TEACHING BASIC PREVOCATIONAL SKILLS. OTHER REPORTS IN THIS SERIES ARE AVAILABLE AS ED 016 811, ED 021 070, AND ED 032 430. (CH)

ED0 366626

Research Series No. 53
VT No. VT010036

PROBLEMS IN THE TRANSITION FROM SCHOOL TO WORK AS PERCEIVED BY YOUTH OPPORTUNITY CENTER COUNSELORS

A National Survey

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

THE OHIO STATE UNIVERSITY
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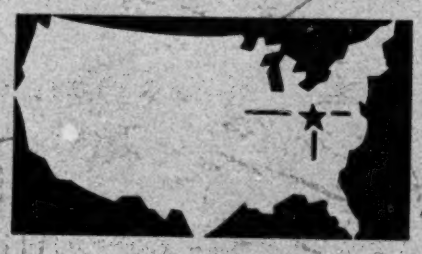

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5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and inservice education program;

6. To provide a national information retrieval, storage, and dissemination system for vocational and technical education linked with the Educational Resources Information Center located in the U. S. Office of Education.

ED036626

RESEARCH SERIES NO. 53
VT NO. VT010036

FINAL REPORT
ON A PROJECT CONDUCTED UNDER
PROJECT NO. 7-0158
GRANT NO. OEG-3-7-000158-2037

PROBLEMS IN THE TRANSITION FROM SCHOOL TO WORK AS PERCEIVED BY YOUTH OPPORTUNITY CENTER COUNSELORS

A NATIONAL SURVEY

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DECEMBER 1969

This publication was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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PREFACE

The disproportionate unemployment rate of youth in the labor force as compared to the national unemployment rate has become a national concern and a significant educational problem. Schools are becoming increasingly aware of their obligation to assist youth in the transition from school to work. Recognizing the complexities and difficulties in fulfilling this obligation, Center personnel are involved in a series of studies which aim to further understanding of the impediments faced by youth in the school-to-work transition, and to make available tested solutions which have the potential of alleviating some of these obstacles. Previous published reports of this series are *Worker Adjustment: Youth In Transition From School to Work; Problems In the Transition From High School to Work;* and *Changing the Response of Vocational Students to Supervision: The Use of Motion Pictures and Group Discussion.*

This report was designed to identify the range of problems faced by youth as they make the transition from school to work. It is hoped that the findings of this report will stimulate others in seeking applied solutions to these problems.

Recognition is due to Donald F. Eggeman, Counseling Psychologist (now at the University of Missouri); Robert E. Campbell, Occupational Psychologist, The Center; and Albeno P. Garbin, Occupational Sociologist (now at the University of Georgia), for their work on this project. We are indebted to Herbert S. Parnes, Professor of Economics, and Anthony Fantaci, U. S. Department of Labor, for their critical review of this report prior to publication.

Special appreciation is extended to the managers and counselors of the Youth Opportunity Centers throughout the United States.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

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SUMMARY

The primary objective of this study was to determine the major problems facing youth in the transition from school to work as perceived by YOC counselors. The secondary objectives were: 1) to obtain from YOC counselors their opinions concerning the kinds of things schools could do to alleviate the problems, and 2) to determine the relationships between selected personal background characteristics of the counselors and certain of their responses. All counselors employed at the 167 Youth Opportunity Centers of the U. S. Employment Service were mailed a questionnaire. Usable questionnaires were returned by 763 respondents, representing approximately 59 percent of the universe.

The counselors enumerated a large number of problems which were categorized into nine broad categories and 50 sub-categories. The most frequently mentioned broad problem categories were: 1) job preparation (86 percent); 2) personality variables (78.2 percent); and 3) vocational behavior (78.2 percent). The most frequently mentioned sub-categories, and the percent of respondents citing them were: 1) inadequate training and job skills (56.1 percent); 2) lack of information about work and training opportunities (49.5 percent); and 3) lack of responsibility, self-discipline, initiative (32.4 percent).

Schools should provide more and better occupational information was mentioned by 62.8 percent of the counselors. In addition, counselors suggested that schools should add courses teaching basic pre-vocational skills (43.3 percent), and should provide more vocational guidance (28.8 percent).

Most of the counselors (75 percent) reported that the opportunity their jobs gave them to work with young people constituted the basic source of job satisfaction. Paper-work, bureaucracy and red tape were job characteristics they disliked most (52 percent).

This survey indicates that the obstacles facing youth in the transition from school to work are many and complex. It is apparent the problems are not amenable to quick and easy solutions. There is an urgent need for research-demonstration projects to identify and develop materials which would be instrumental in effecting a facile school-to-work transition.

CHAPTER I

INTRODUCTION

An increasingly greater number of American youth are experiencing difficulty adjusting to their jobs and work environments. Recognizing this fact, The Center for Vocational and Technical Education, The Ohio State University, is making concerted attempts to identify and define more clearly the major problems faced by youth in transition from school to work, in order that solutions may be developed and implemented. This is the report of one attempt to identify the worker adjustment problems of youth. The report contains four chapters. Three major topics are discussed in this chapter. The topics, in their order of appearance, are as follows: nature and significance of the problem; emergence and functions of youth opportunity centers; and scope and purposes of this study.

NATURE AND SIGNIFICANCE OF THE PROBLEM

For most individuals in our society, the termination of formal education means the beginning of full-time participation as a member of the labor force. While the age at which this occurs varies, from the mid-teens, for high school dropouts, to the late teens, for high school graduates, to the early and mid-twenties, for about 30 percent that attend college, there is evidence that most youth are aware of, and accept this expectation. They become increasingly pre-occupied with vocational choice (Horrocks, 1962) and the choices they express reflect increased understanding of themselves and of the world of work (Ginzberg, Ginsburg, Axelrad, and Herma, 1951; O'Hara and Tiedeman, 1959). They develop a vocational self-concept and make plans to implement it (Super, 1957; 1963). However, youth are faced with many potential problems in entering and adjusting to the world of work.

The school-to-work transition occurs at a time during which youth are changing from the status of an adolescent to that of an adult. This involves, for example, establishing independence from parents, adopting adult values, attitudes and behaviors, and demonstrating a mature sexual role, etc. (Horrocks, 1962; Sherif and Sherif, 1965). Success in these areas have a profound effect on work adjustment and vice versa. Established cultural, social, ethnic and peer-group attitudes, beliefs, values, dress and patterns of behavior may be incongruous with job, organization, and

work group norms (Garbin, Campbell, Jackson and Feldman, 1967). The change from older student in a school society to newest and frequently youngest member of a work group, together with the hazing that frequently accompanies induction into a work group, dramatizes for many youth the loss of prestige and group support they have experienced. They are entering a work world where entry-level jobs are diminishing and skill and educational requirements are increasing. In addition, competition for entry-level jobs, due to the unusually large number of recent labor force entrants and the displacement of older workers caused primarily by automation, is increasing (Gilpatrick, 1966). Early school leavers are particularly handicapped. Labor legislation and insurance provisions exclude them from many jobs because of their age. Other jobs are denied them because they lack the minimum educational requirements and work experience. The available jobs are generally low-level and low-paying jobs characterized by "mobility blockage" (U. S. Department of Labor, 1966).

Beset with these and other problems, it is not surprising that many youth experience difficulty making the transition from school to work; there is no lack of evidence to verify that they do. In comparison to older workers, youthful workers have higher accident rates (Maier, 1965; VanZelst, 1954), higher turnover rates (Burtt, 1926; Fleishman and Berniger, 1967; Maier, 1965; Watkins, 1928), higher absenteeism and tardiness rates (Watkins, 1928), higher rate of job leaving due to dissatisfaction with job (Herzberg, Maunser, Peterson and Capwell, 1957), lower morale (Miller and Form, 1964), and higher rate of "frictional," or short term, unemployment (U. S. Department of Labor, 1966). While many of these investigations date back to the 1920's and their reported findings are commonly known, particularly by personnel specialists, a literature survey revealed that few recent studies forcused specifically on the problem of youthful worker adjustment (Garbin, Jackson and Campbell, 1967). In the past, these results tended to be attributed to "the natural instability of youth and the legitimate search for a vocational objective (Burtt, 1926, p. 392)."

It is somewhat ironic that youthful worker adjustment should be the subject of considerable societal concern at this point in time. The American economy has never been so prosperous and in 1967 and 1968, the overall unemployment rate has consistently been less than four percent, considered an acceptable level only a few years ago. The increased productive efficiency promised by automation and cybernation could soon reduce drastically the amount of time devoted to work (Kahn and Wiener, 1967). A government-guaranteed minimum annual income, already proposed and gaining increasing acceptance, would even separate income from work (Henderson, 1968).

A number of circumstances have combined to direct attention to the school-to-work transition of youth. One is the increasing

awareness of the importance of type of work as a major determinant of social status. Super writes ". . . in a fluid, industrial society occupation is the principal determinant of social status (1957)." Studies indicate that the prestige associated with a given occupation is remarkably stable over time (Hakel, Holman, and Dunnette, 1968; Hodge, Seigel, and Rossi, 1964). Level of occupation has been found to be related to a host of diverse things, from place of residence (Wilson, 1959) to probability of divorce (Goode, 1966) and probability of suffering mental illness (Kasl and French, 1962). Apropos of the latter, the mental health fields have been attributing greater emphasis to the importance of occupational adjustment as a vital correlate and predictor of overall individual adjustment. Erikson states: "In general, it is the inability to settle on an occupational identity which most disturbs young people (1968, p. 132)."

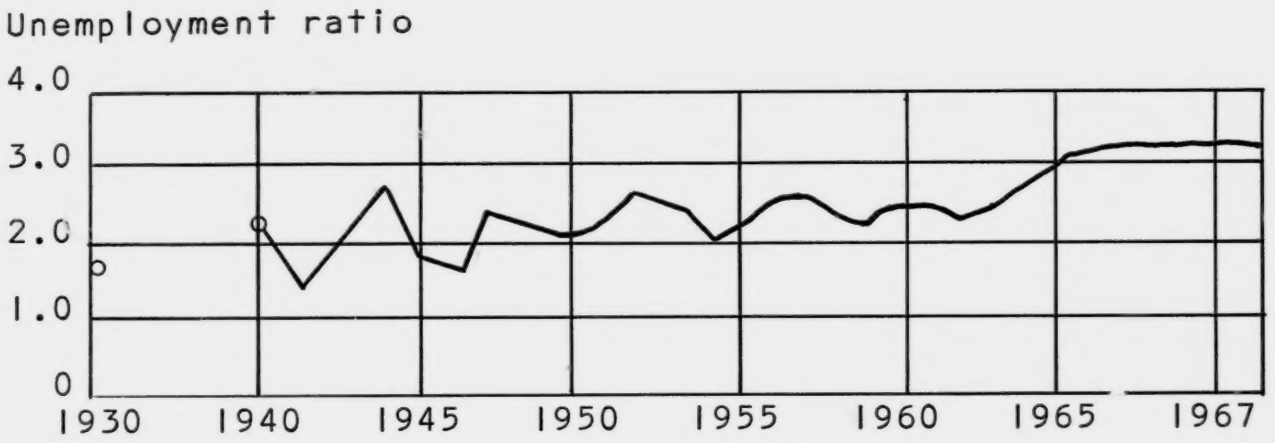
The anomalous coexistence of labor shortages and unacceptable levels of unemployment has also focused attention on youth. Technological progress has been accompanied by a steady decrease in the need for unskilled blue collar workers and an increase in the need for white collar workers. This trend is likely to continue and possibly accelerate (Galbraith, 1968; Kahn and Wiener, 1967; Wolfbein, 1964). Many critical decisions affecting career development are made during the transition from school to work. While these decisions are not necessarily irreversible, there are many factors, such as the importance of seniority in many organizations, the pressure to consume which often causes youth to assume large financial obligations early in life, and the non-transferability of fringe benefits (e.g., pension plans, insurance benefits, and vacation privileges) which limit occupational mobility. If the labor needs of the future are to be met, our democratic ideal that each individual should be permitted to achieve the highest level of functioning of which he is capable must come much closer to realization than at present.

Perhaps the most important factor relevant to the present concern with youthful occupational adjustment is the growing awareness that a smooth school-to-work transition process is especially difficult to realize members of population segments. In the late 1950's, during a period of using unemployment, a controversy erupted among economists over the causes of the increasing unemployment. One group argued that rising unemployment was the result of structural changes in the labor market caused by technological changes; the other group insisted it was due to insufficient aggregate demand for goods and services (Dale, 1965; Gilpatrick, 1966; Killingsworth, 1965). The increased demand for goods and services, precipitated by the tax cut of 1964 and the escalation of the Vietnam war, indicates that although greater demand lowers overall unemployment, it tends to worsen the relative position of the "hard-core unemployed (Killingsworth, 1964). Demand levels sufficiently high to affect significantly these hard-

core unemployed cause an acceleration in the rate of inflation that is as repugnant to our society as unemployment. While the controversy itself has apparently ended in a draw (Gilbraith, 1968), it did call attention to the differential rates of unemployment characteristic of various sub-populations. Youthful workers are among the sub-groups that have higher-than-average unemployment rates. The ratio of teenage unemployment to overall unemployment has risen sharply since 1957 and is now slightly more than three times the overall rate (Figure 1). Furthermore, unemployment is not evenly distributed among youth. Non-white youth, poorly educated youth, and youth with a lower socio-economic class background all experience higher rates of unemployment than youth in general (U. S. Department of Labor, 1968).

FIGURE I

Ratio of teenage to overall unemployment



Many of these multiply-disadvantaged youth are crowded into the inner-city slum areas of our major cities. In 1961, Conant termed the situation in these areas as "explosive" and "social dynamite" (Conant, 1961). The riots of the last few years have justified this terminology. Unemployment and, perhaps more importantly, underemployment, were identified as major grievances of the rioters. The survey and arrest record information compiled by the National Advisory Commission on Civil Disorders revealed no substantial differences in umemployment rates between the rioters and the non-rioters, but rioters were more likely to have experienced intermittent employment and reported dissatisfaction with their present job than the non-rioters (National Advisory Commission on Civil Disorders, 1968). It is not just a job, but the kind of job, that is important (Harrington, 1968).

The government has responded with a number of programs designed basically to provide job training and locate employment

for inner-city youth. The Neighborhood Youth Corps, the Job Corps, the Manpower Administration's Experimental and Demonstration Program, and the "war on poverty" programs have focused all or much of their attention on the employment problems of youth. Gordon, evaluating the Manpower Administration's Experimental and Demonstration programs, reports for many "at best, only modest success in actually changing the level of employment of the youth with whom they have worked" (Gordon, undated). Unacceptable levels of unemployment and rioting persist among youthful workers, while the help-wanted section of any major newspaper attests to the continued shortage of skilled labor. It seems reasonable to assume that "modest success" is characteristic of most of the other programs.

The importance of a successful school-to-work transition for both the individual and society seems indisputable. The lack of research focusing on youth in transition and the relative ineffectiveness of many of the programs designed to help youth experiencing employment problems point to the need for further understanding of the transition process. Youth Opportunity Center (YOC) counselors, by virtue of their past experience and present involvement with the employment problems of youth, afford a virtually untapped source of knowledge about youthful work adjustment problems.

EMERGENCE AND FUNCTION OF YOUTH OPPORTUNITY CENTERS

Prior to the establishment of the United States Employment Service (USES) some cities and states had established local employment offices, some of which offered special youth services. By 1930, junior divisions were operating in local employment offices in 30 cities (Levine, 1964). Passage of the Wagner-Peyser Act in 1933 resulted in the creation of the U. S. Employment Service (USES) and the rapid expansion of employment services, including services to youth. By 1937, there were 82 offices in 55 cities specializing in youth services. However, during the period of high overall unemployment during the depression, service to youth remained a relatively minor concern. World War II, with its total mobilization of the society for the war effort and resulting labor shortages, "solved," temporarily, the problem of unemployment.

With the end of the war and the return of many servicemen, the USES faced an entirely new set of problems. Many of the returning veterans had little or no work experience and the layoffs after the war had a particularly strong effect on some subgroups, among them youthful workers. Initially, the USES offices had functioned as job clearinghouses, matching workers to jobs which seemed appropriate for them. Beginning in 1946, employment counseling service was provided whereby applicants were assisted

in making vocational choices and plans and also to aid certain special applicant groups such as the handicapped, older workers, returned veterans and youth. The practice of job-matching techniques is being replaced gradually with counseling techniques in the serving of applicants (Haber and Kruger, 1964). Cooperative programs with high school which provided specialized assistance to graduating high school seniors were begun shortly after the war. In 1956, the USES began to intensify its efforts for high school dropouts. The ratio of teenage unemployment to total unemployment continued to rise. About 1964, the Bureau of Employment Security proposed the establishment of a nationwide network of Youth Opportunity Centers (YOC's) within the Employment Service system to meet the growing employment adjustment needs of youth.

YOC's were designed to provide the youth of the communities in which they are established with one clearly designated place where they can go for assistance in preparing for, obtaining and holding a suitable job and to serve as the focal point of community efforts directed toward the employment problems of youth. Continuity of service is stressed and, when possible, each youth has his counselor who works with him from the time he first makes contact with The Center, through training and remedial services, to satisfactory employment. While each YOC provides services for all youth, the emphasis is on the disadvantaged youth and concerted efforts are made to reach youth who typically do not come to the attention of community agencies.

By September, 1967, the date of data collection for this study, there were 167 YOC's in operation; almost all in urban areas. Because YOC's are located primarily in urban areas and stress service to disadvantaged youth, their client population is not representative of the total youth population. It is probably appropriate to assume that the average YOC counselor is serving a client population of urban youth, having a below-average educational attainment and an above-average number of occupational problems. In addition, it is likely that the counselor is increasingly concerned with effecting change (behavioral, attitudinal, skill level, etc.) in his clientele, or the clientele's environment, rather than just finding jobs for them.

SCOPE AND PURPOSES OF THIS STUDY

This research is one of a series of studies being pursued as part of the project entitled Transition from School to Work: Worker Adjustment, initiated by The Center for Vocational and Technical Education, Ohio State University, Columbus. The project has three primary objectives:

1. To identify the major socio-psychological problems facing youth (16 to 25 years old) making the transition from school to work.

2. To develop and test solutions which will be instrumental in alleviating some of the most crucial worker adjustment problems.

3. To encourage the adoption of new instructional materials by vocational programs and the adoption of other programmatic solutions which will facilitate worker adjustment.

A survey of the literature (Garbin, Jackson, and Campbell, 1967) and a study of the problems of youth in transition as perceived by vocational educators have been completed (Garbin, Jackson, Campbell, and Feldman, 1968). A survey of youthful employed workers in three communities is scheduled for completion in 1969.

The major objective of this particular study was to collect data which will help identify the major problems facing youth in the transition from school to work. All YOC counselors were given an opportunity to participate. Each was asked 1) via an open-ended question, to indicate the major problems faced by youth in the transition from school to work and also to select, from those listed, the most important and second most important problem; 2) in an open-ended question, to indicate what kinds of things the schools could do to enhance the adjustment of youngsters to the world of work and 3) to provide personal background in response to a series of items and job information.

The findings of this study, combined with those derived from the surveys of vocational educators (Garbin, et al., 1967) and of youthful workers, will serve to guide future Center efforts relative to this problem area.

CHAPTER II

METHODOLOGY AND SAMPLE POPULATION

Discussions pertaining to methodology, data analysis techniques, and the sample population are considered in this chapter. The specific subsections in order of presentation are: the questionnaire; data collection; the sample; data processing; and selected characteristics of the sample population.

THE QUESTIONNAIRE

It was decided to obtain a national sample and to give each YOC counselor an opportunity to respond. Consequently, it was only feasible to use the mailed survey method of collecting data. To facilitate comparisons, the questionnaire was adapted from an interview schedule used in a previous study in this series (Garbin, Jackson, Campbell, and Feldman, 1967). Prior to its use, several YOC officials examined it and made recommendations involving working and content. The questionnaire (Appendix A) had four major sections. In Part I, each respondent was asked to indicate and elaborate briefly upon the major problems faced by youngsters in the transition from school to work. An open-ended question format was used to minimize influencing the respondent. The respondent was also asked to select the first and second most important problems from those he had listed. In Part II, the respondent was requested to indicate the kinds of things the schools could do to enhance the adjustment of youngsters to the world of work. An open-ended question format was again used to minimize influencing the respondent. Part III of the questionnaire asked to specify materials considered useful in dealing with the problems mentioned in Part I. The resulting information is reported in Appendix G. In Part IV, the respondent was asked to provide personal background data. This information was gathered primarily for purposes of sample description and also to determine if the respondent's background significantly affected his perceptions.

DATA COLLECTION

Each YOC was sent a packet containing a cover letter to the manager, a return postcard, and a number of questionnaire packets. The cover letter (Appendix B) described the study, requested the

manager's cooperation, and provided directions concerning distribution of the packets and information desired on the return postcard. The postcard (Appendix C) solicited information about the number of counselors employed at the YOC, the number of questionnaire packets distributed to counselors, and the need for additional questionnaire packets. Two YOC's requested additional questionnaire packets. Cover letters were included in the questionnaire packets (Appendix D) for each prospective respondent presenting information about the study, requesting his cooperation and giving directions for completing and returning the questiontionnaire. The questionnaire (Appendix A) and a postage-paid return envelope were also included in the questionnaire packet. Each respondent was asked to return his questionnaire upon its completion. Approximately three weeks after the initial mailing, a follow-up letter was sent to those YOC's which had not as yet responded (Appendix E). The return postcard was also enclosed (Appendix C). Approximately four weeks subsequent to the initial mailing, a follow-up letter was forwarded to those YOC's from which only partial returns had been received (Appendix F).

THE SAMPLE

Returns were received from 48 of the 50 states and 150 of the 167 YOC's in operation at the time of the study. The two states not represented had one YOC each. Seven hundred and sixty-three usable questionnaires were returned by YOC counselors, representing about 59 percent of the estimated universe of 1,303. One large state, with 56 returns, agreed to cooperate only if the personal background questions (Part IV) of the instrument were deleted. This accounted for the comparatively large "no" response percentages on the questions. Considering the length of the questionnaire and the method of data-gathering, the response rate was very high. One major drawback of the data collection technique is the lack of provision for determining differences between those who responded and those who did not. Sample bias, of an undetermined extent, is a possibility and the reader is so cautioned.

DATA PROCESSING

The responses to the questions of Parts I (problems mentioned) and II (suggested solutions) were analyzed, coding categories were established, and the responses to the questions of Part IV were coded directly on the transcription sheets by the transcribers. The coding of most of these data involved little arbitrary judgment. Frequent spot checks revealed a high degree of accuracy on the part of the transcribers. The coded data were transferred to IBM cards and frequencies tabulated by computer using the BMD01D computer program. Percentage distributions were derived from these data.

The responses to Part I and Part II of the questionnaire were then cross-tabulated with the responses to Part IV using the EMD08D computer program. Chi-square was used as a measure of significance level. The results were tabled for those personal background variables which had a statistically significant effect on the responses to Parts I and II.

SELECTED CHARACTERISTICS OF THE SAMPLE POPULATION

Since most of the data collected consist of perceptions and opinions, and an individual's perceptions and opinions may be markedly influenced by his personal background and past experience, it was necessary to obtain some information about each respondent's personal background. There are many personal characteristics and experiences that may have influenced the opinions solicited by this questionnaire. In an effort to keep the length of the questionnaire within reasonable limits, only data considered to be particularly important in influencing counselor's perceptions, were gathered. Only those findings on personal and background characteristics of the sample will be presented in this section. The relationships between respondents' characteristics and their responses to Parts I and II will be discussed in Chapter III.

One hundred and two counselors (13.4 percent of the sample) reported either in their title or in discussing their duties, that they had some responsibility for supervising others. Another 51 (6.7 percent) suggested trainee status. Analysis revealed no significant differences between either trainees or supervisors and counselors on responses to Parts I and II of the questionnaire, which were included in the sample. Both trainees and supervisors specified that their primary duties involved counseling.

Women slightly outnumbered men in the sample: there were 361 female respondents (47.3 percent of the sample), and 336 male respondents (44.0 percent of the sample). Sixty-six respondents (8.7 percent of the sample) did not answer this item.

Whereas 630 (81.3 percent) of the counselors said they were Caucasians, only 68 (8.9 percent) indicated they were non-white as to racial characteristic; 75 (9.8 percent) did not provide a racial description.

YOC counselors, as a professional group, were relatively young (Table 1). Fifty-six percent of the sample were 35 years of age; 25 percent were less than 25 years of age.

TABLE 1

SAMPLE POPULATION CLASSIFIED ACCORDING TO AGE OF RESPONDENTS (N=763)

Age	Total	
	Number	Percent
Under 25	191	25.0
26 to 35	235	30.8
36 to 45	128	16.8
46 to 55	112	14.7
56 to 65	28	3.7
Over 65	2	0.3
No response	67	8.7
Total	763	100

The educational background of the respondents' parents is reported in Table 2. The majority of their parents (58.5 percent of the fathers and 63.6 percent of the mothers) terminated their education upon completion of high school or before. Thirty-eight percent of their fathers and 31 percent of their mothers failed to complete high school while 16 percent of the fathers and 14 percent of the mothers had at least a college degree.

TABLE 2

SAMPLE POPULATION CLASSIFIED ACCORDING TO EDUCATIONAL BACKGROUND OF RESPONDENT'S PARENTS (N=763)

Level of Education	Father		Mother	
	Total			
	Number	Percent	Number	Percent
Some grade school	91	11.9	62	8.1
Completed eight grades	99	13.0	75	9.8

Level of Education	Father		Mother	
	Total			
	Number	Percent	Number	Percent
Some high school	101	13.3	102	13.4
Completed high school	155	20.3	246	32.3
Some college	116	15.2	96	12.6
Completed college	55	7.2	59	7.7
Some graduate or professional training	11	1.4	22	2.9
Completed graduate or professional training	59	7.7	26	3.4
No response	76	10.0	75	9.8
Total	763	100	763	100

In contrast to their parents, only 2.6 percent of the respondents attained less than a college degree (Table 3); most of the counselors had some training beyond college. Eighteen percent had received at least a Master's degree.

TABLE 3

SAMPLE POPULATION CLASSIFIED ACCORDING TO EDUCATIONAL LEVEL ATTAINED
(N=763)

Extent of Training	Total	
	Number	Percent
Less than bachelor's	20	2.6
Bachelor's	154	20.2
Bachelor's plus graduate work	284	37.2
Bachelor's plus CAUSE	97	12.7
Master's	100	13.1
Master's plus graduate work	19	2.5
Master's plus CAUSE	18	2.4

Extent of Training	Total	
	Number	Percent
Ph.D.	3	0.4
No response	68	8.9
Total	763	100

As Table 4 indicates, most counselors were employed in relatively large urban areas. Thirty-six percent worked in metropolitan areas with populations of 500,000 or more people. Another 39.7 percent worked in cities with populations between 100,000 and 500,000 people. Only 3.9 percent were employed in cities having less than 50,000 people. As mentioned in Chapter I, their experiences as YOC counselors had been with mostly urban youth.

TABLE 4

SAMPLE POPULATION CLASSIFIED ACCORDING TO SIZE OF COMMUNITY IN WHICH RESPONDENTS WORK (N=763)

Size of Community	Number	Percent
Metropolis with 500,000 or more people	267	35.0
Suburb of a metropolis	7	0.9
City of 100,000 to 500,000	303	39.7
City of 50,000 to 100,000	89	11.7
City of less than 50,000	30	3.9
No response	67	8.8
Total	763	100

The income distribution of the respondents is reported in Table 5. The median income of the sample was between $5,000 and $7,000. Eleven percent reported incomes of less than $5,000 while only 4.7 percent said their incomes exceeded $9,000.

TABLE 5

SAMPLE POPULATION CLASSIFIED ACCORDING TO INCOME OF RESPONDENTS
(N=763)

Income Level	Total	
	Number	Percent
Under $5,000	85	11.1
$5,000+ to $7,000	399	52.3
$7,000+ to $9,000	172	22.5
$9,000+ to $11,000	21	2.8
$11,000+ to $13,000	9	1.2
$13,000+	5	0.7
No response	72	9.4
Total	763	100

Respondents were asked to reveal the length of time they had lived in their present community (Table 6). Only 8.0 percent had lived in their present community less than one year. Median length of residence was four to nine years, but 30 percent of the sample had lived in their present community more than 20 years.

TABLE 6

SAMPLE POPULATION CLASSIFIED ACCORDING TO LENGTH OF RESIDENCE IN PRESENT COMMUNITY
(N=763)

Length of Residence in Present Community	Number	Percent
Less than 1 year	61	8.0
1 to 3 years	181	23.7
4 to 9 years	117	15.3
10 to 19 years	113	14.8
Over 20 years	102	13.4

Length of Residence in Present Community	Number	Percent
Born and lived in present community entire life	126	16.5
No response	63	8.3
Total	763	100

As Table 7 suggests, most of the YOC counselors had some occupational experience prior to assuming counseling positions. Forty-four percent worked for non-governmental organizations and 40.9 percent had work experiences confined to governmental agencies. Only 2.5 percent of the informants reported no prior work experience.

TABLE 7

SAMPLE POPULATION CLASSIFIED ACCORDING TO OCCUPATIONAL BACKGROUND OF RESPONDENTS (N=763)

Occupational Background	Total Number	Total Percent
No prior work experience	19	2.5
Worker experience confined to governmental agencies	312	40.9
1-3 years experience outside of governmental agencies	137	18.0
More than 3 years experience outside of governmental agencies	198	26.0
No response	97	12.6
Total	763	100

The questionnaire also asked four questions relating to the counselor's present job. The respondents were requested to specify what they liked and disliked most about their present job, the most difficult thing they had had to learn to do their job well, and what presented the greatest difficulty or obstacle to the successful performance of their job.

As portrayed in Table 8, the overwhelming majority (75.1 percent) of the counselors most liked the opportunity their job

gave them to relate to young people. Other sample members indicated that pleasant working conditions (mentioned by 8.4 percent) opportunity to do challenging, meaningful work (mentioned by 3.8 percent) and variety of duties performed (mentioned by 2.0 percent) were their most liked aspects of the job.

TABLE 8

MOST LIKED ASPECTS OF JOB AS REPORTED BY A SAMPLE OF YOC COUNSELORS (N=763)

Most Liked Aspect	Number of Counselors Who Reported It	Percent of Counselors Who Reported It
Counseling (helping, working with contact with) young people	573	75.1
Working conditions	64	8.4
Challenging, meaningful work	29	3.8
Variety of duties	15	2.0
Other and No response	82	10.7
Total	763	100

As revealed by Table 9, there was less agreement among respondents concerning the most disliked aspect of their jobs. However, a sizable percentage (45.6 percent) did indicate they most disliked red tape, paperwork and filling out forms. Another 7.1 percent mentioned they most disliked the bureaucratic structure, while 6.3 percent cited a major dislike of the agency's personnel practices (hiring, rate of pay, rapid turnover, unprofessional staff, etc.).

TABLE 9

MOST DISLIKED ASPECTS OF THEIR JOB AS REPORTED BY A SAMPLE OF YOC COUNSELORS (N=763)

Most Disliked Aspect	Number of Respondents Who Reported It	Percent of Respondents Who Reported It
Red tape; paper work; filling out forms	349	45.6

Most Disliked Aspect	Number of Respondents Who Reported It	Percent of Respondents Who Reported It
Bureaucratic structure	54	7.1
Hiring practices, rapid turnover, rate of pay, unprofessional staff, etc.	48	6.3
Lack of time to do proper job; emphasis on numbers served	37	4.8
Inability to deal effectively with the disadvantaged	36	4.7
Lack of jobs available in the community	34	4.5
Lack of coordination; confusion; too many programs	34	4.5
Regimentation; problem solving rigidity	32	4.2
Lack of communication	15	2.0
Other employees	9	1.2
Unprofessional aspects	8	1.0
Prejudice	7	0.9
Applicants lack job qualifications	5	0.7
Other and no response	95	12.5
Total	763	100

Many counselors (27 percent) also reported that paper-work, bureaucracy, red tape, etc., posed the greatest obstacle to the successful performance of their job. Other frequently identified obstacles were lack of information about jobs and training programs (mentioned by 12.3 percent of the sample), client deficiencies (9.7 percent), YOC staffing problems (9.7 percent), and lack of time to deal effectively with each client. These and other related findings are presented in Table 10.

TABLE 10

GREATEST OBSTACLE TO THE SUCCESSFUL PERFORMANCE OF THEIR JOB AS REPORTED BY A SAMPLE OF YOC COUNSELORS (N=763)

Greatest Obstacle to Successful Performance	Number of Counselors Who Reported It	Percent of Counselors Who Reported It
Paper-work, bureaucracy, red tape, etc.	205	27.0
Lack of information about jobs and training programs	94	12.3
Client deficiencies (lack of motivation, interest; inability to change, impatience; etc.)	74	9.7
YOC staff-poor supervision, poorly trained, understaffed, etc.	74	9.7
Lack of time to deal effectively with each client; emphasis on numbers served	69	9.0
Personal inadequacy (self)	49	6.4
Lack of cooperation within the YOC	44	5.8
Lack of cooperation between the YOC and outside agencies	29	3.8
Other and no response	125	16.3
Total	763	100

Although bureaucracy and its attendant red tape and paper-work were most often listed as disliked aspects of the job and the biggest obstacles to successful job performance, the majority of the counselors reported something else as the most difficult thing they have had to learn to do their job well (Table 11). Thirty-six percent reported that an improvement in some personal trait (self-control, self-discipline, self-reliance, self-confidence, or ability to maintain objectivity) was necessary and the most difficult to learn. Another 14.7 percent reported that

the ability to accept all people and their problems was the most difficult to learn. Handling paper work, reports, etc. (mentioned by 9.4 percent) and handling bureaucratic procedure and red tape (mentioned by 7.6 percent) were most frequently mentioned next.

TABLE II

THE MOST DIFFICULT THING LEARNED IN ORDER TO DO THEIR JOB WELL AS REPORTED BY A SAMPLE OF YOC COUNSELORS
(N=763)

Most Difficult Thing Learned	Number of Respondents Who Reported It	Percent of Respondents Who Reported It
Personal development (self-control, self-discipline, self-reliance, self-confidence, maintaining objectivity)	275	36.1
Tolerance, acceptance of all people and their problems	112	14.7
Handling paper work, reports, etc.	72	9.4
Handling bureaucratic procedure, red tape	58	7.6
Communication skills	50	6.6
Vocational information	43	5.6
Maintenance of good interpersonal relations with supervisor and fellow employees	20	2.6
Other and no response	133	17.4
Total	763	100

In summary, the sample consisted of 763 YOC employees involved in counseling. The majority were white, under 35, and received an income of $5,000 to $7,000 per year. The majority of their parents had completed high school but did not attain a college degree while the majority of the sample had some training beyond the bachelor's level. Almost all had some work

experience prior to becoming a YOC counselor, but for 41 percent of them, the prior experience was as employees of governmental agencies. The majority had resided in their present community more than four years. The opportunity to interact with young people was what they liked most about their job while bureaucracy, red tape, and paper-work was what they disliked most and posed the greatest obstacles to the successful performance of their jobs. Personal growth, as in self-control, self-reliance, etc. and the ability to accept all kinds of people and their problems had been the most difficult thing they had to learn to do their jobs well.

CHAPTER III

RESULTS

The primary objective of this study was to determine the major problems facing youth in the transition from school to work as perceived by YOC counselors. Secondary objectives were: 1) to obtain from YOC counselors their opinions concerning the kinds of things schools could do to alleviate the problems and 2) to determine the relationships between selected personal background characteristics of the counselors and certain of their responses. The data bearing on these objectives are presented in this chapter in the following order: worker adjustment problems; suggested solutions; and relationships between respondents' personal characteristics and their responses. In addition, the relative frequency of the problems mentioned by YOC counselors were compared with the results of the vocational educators survey (Garbin, et al., 1968).

WORKER ADJUSTMENT PROBLEMS

The 763 sample members were asked to indicate and elaborate briefly upon the major problems faced by youth in the transition from school to work. Fifty problem sub-categories were identified which, after inspection, were subsumed under nine broad problem categories. Frequency and percentage distributions were computed for both sub-categories and broad categories. Table 12 presents these results, with the broad categories listed in terms of a descending frequency array. The sub-categories are listed under the appropriate broad categories, also in terms of a descending frequency array.

TABLE 12

SPECIFIC WORKER ADJUSTMENT PROBLEMS MENTIONED BY YOUTH OPPORTUNITY CENTER COUNSELORS (N=763)

Worker Adjustment Problems	Number of Counselors Who Mentioned It	Percent of Counselors Who Mentioned It
Job Preparation	656	86.0

Worker Adjustment Problems	Number of Counselors Who Mentioned It	Percent of Counselors Who Mentioned It
Inadequate training, job skills	428	56.1
Lack of information about work and training opportunities	378	49.5
Lack of knowledge of real demands of work-employer expectations	155	20.3
Lack of educational requirements	148	19.4
Lack of prior work experiences	115	15.1
Personality Variables	597	78.2
Unrealistic aspirations and expectations	299	39.2
Lack of responsibility, self-discipline, initiative-general immaturity	247	32.4
Lack of, or poor, self-concept, self-awareness, self esteem	185	24.2
Lack of future orientation or long-range goals	178	23.3
Lack of experience in forming and maintaining relationships	25	3.3
Fear of leaving school, loss of status, security	18	2.4
Inability to cope with personal problems	17	2.2
Personality, other (poor neurological organization, unclear value systems, drug addiction, etc.)	32	4.2
Vocational Behavior	547	71.7
Poor work habits (absenteeism, tardiness, etc.)	293	28.4
Inability to fill out forms, pass tests, handle interviews, etc.	169	22.1
Inability to accept supervision	161	21.1
Unrealistic wage and/or promotion demands; tendency to overrate contribution	125	16.4
Poor occupational choice or inability to make choice	109	14.3
Poor attitudes toward work	98	12.8
Inability to get along with fellow workers	75	9.8
Job skipping; poor work record	37	4.8

Worker Adjustment Problems	Number of Counselors Who Mentioned It	Percent of Counselors Who Mentioned It
Inability to cope with real demands of work (8 hr. day, 40 hr. wk., etc.)	20	2.6
Vocational behavior, other	6	0.8
School Programs	358	46.9
Inadequate preparations in basic subjects	145	19.0
Lack of communication skills	145	19.0
Schools too permissive, create false sense of competence	111	14.5
Inadequate guidance and placement	91	11.9
Academic overemphasis	69	9.0
School does not relate to real work	42	5.5
Inadequate teachers	6	0.8
Other	10	1.3
Discriminatory Factors	256	33.6
Racial, ethnic, sex discrimination	127	16.6
Reluctance of employers to hire youth	117	15.3
Child labor laws	51	6.7
Police Record	23	3.0
Insurance policies	15	2.0
Handicapped-physiology or mentally	14	1.8
Negative image of youth	8	1.0
Union policies	1	0.1
Other	6	0.8
Family Background	221	29.0
Disadvantaged, minority group family background	190	24.9
Parents unrealistic vocational aspirations	41	5.4
Family situations causes emotional problems	11	1.4
Family fails to relate school to work	6	0.8
Loyalty to family interferes with work	2	0.3
Other	6	0.8

Worker Adjustment Problems	Number of Counselors Who Mentioned It	Percent of Counselors Who Mentioned It
Community Factors	165	21.6
Ghetto conditions	58	7.6
Lack of local job opportunities	54	7.1
Lack of training opportunities	36	4.7
Inadequate transportation; immobility of youth	28	3.7
Community wage structure	2	0.3
Other	24	3.1
Factors Inherent in Job	59	7.8
Unnecessarily high job requirements	27	3.5
Monotonous work, dirty work	12	1.6
Impersonality of large organizations	8	1.0
Employers' unrealistic expectations	6	0.8
Tendency to ignore training and previous experience	1	0.1
Other (poor supervision, lack of opportunity for advancement, etc.)	10	1.3
Military Obligation	46	6.0
Employers' reluctance to hire because of draft	36	4.7
Lack of motivation due to draft	18	2.4

A majority (86 percent) of respondents indicated that being poorly prepared for work is one of the major problems of youth in transition. Fifty-six percent felt that youth lack the job skills and training to obtain a job in today's competitive labor market. Nearly 50 percent indicated that youth lack sufficient information about job and training opportunities to move smoothly into an increasingly complex and specialized job market.

Many counselors (78.2 percent) reported that personality problems hamper youths' adjustment to the world of work. Thirty-nine percent suggested that many youth aspire to jobs that exceed their abilities or expect the same status and pay accorded estab-

lished workers. Other youth lack responsibility, self-discipline and initiative (mentioned by 32.4 percent of the respondents). According to many of the informants, youth are afraid to try for jobs for which they have the ability because they have a "poor" self-concept or are not aware of their abilities. Youth who are unable to defer gratification often take dead-end jobs to meet immediate needs, and then become dissatisfied when it becomes apparent that they are getting nowhere. Their lack of future orientation and long-range goals often interferes with vocational counseling (mentioned by 23.3 percent of the counselors).

Seventy-two percent of the counselors mentioned job-seeking and/or on-the-job behavior as a major problem. Inability to fill out forms, inappropriate dress or mannerisms, poor performance in the interview situation and poor performance on employment tests prevent some youngsters from securing the job they want (mentioned by 22.1 percent). Others are fired because of poor work habits, such as excessive absenteeism and/or tardiness or loafing on the job (mentioned by 28.4 percent), or inability to get along with their supervisors (mentioned by 21.1 percent).

A substantial number of counselors (46.9 percent) emphasized school-related problems experienced by youth. Nineteen percent of the respondents indicated that many youth are prepared inadequately in math and/or reading or do not possess the communications skills necessary for the world of work.

A disadvantaged or minority group family background was enumerated as a major problem by 24.9 percent of the counselors.

Respondents were also asked to select, from the problems they had listed, the two problems they considered first and second most important respectively. Inadequate training or lack of skill, lack of information about work and training opportunities, and lack of responsibility, maturity and self-discipline, were most frequently mentioned as the first and the second most important problems (Table 13). In general, the relative frequency with which a problem was identified as first or second most important paralleled its frequency of mention as a problem.

SUGGESTED SCHOOL CHANGES

Counselors were also asked to suggest things the schools could do to enhance the work adjustment of youth. The responses were categorized into 28 sub-categories, that were further divided into three broad categories. The results are reported in Table 14,

with the broad categories listed according to a descending frequency array, under the appropriate broad categories.

A majority (81.5 percent) of the sample suggested that schools should increase their guidance services, particularly guidance of a vocational nature. The largest percentage of respondents (62.8 percent) were concerned about the quantity and quality of occupational information available to the students. A sizable number (28.8 percent) of the sample suggested that all aspects of vocational guidance be increased.

TABLE 13

MOST IMPORTANT AND SECOND MOST IMPORTANT
WORK ADJUSTMENT PROBLEMS
IDENTIFIED BY A SAMPLE OF YOC COUNSELORS
(N=763)

Worker Adjustment Problem *	Most Important		Second Most Important		Total
	Number	Percent	Number	Percent	Percent
Inadequate training, lack of skill	177	23.2	99	13.0	36.2
Lack of information about work and training opportunities	84	11.0	63	8.3	19.3
Lack of responsibility, maturity, and self-discipline	48	6.3	52	6.8	13.1
Unrealistic aspirations and expectations	38	5.0	41	5.4	10.4
Poor work habits (absenteeism, tardiness)	26	3.4	51	6.7	10.1
Lack of, or poor, self-concept, self awareness, self-esteem	31	4.1	27	3.5	7.6
Inadequate preparation in basic subjects	30	3.9	23	3.0	6.9
Lack of educational requirements	25	3.3	22	2.9	6.2

Worker Adjustment Problem *	Most Important		Second Most Important		Total
	Number	Percent	Number	Percent	Percent
Disadvantaged, minority group family background	19	2.5	27	3.5	6.0
Lack of future orientation, long-range goals	22	2.9	22	2.9	5.8

*Number and percent of respondents who identified the problem

Seventy percent indicated that schools should place a greater emphasis on vocational education. Approximately 43 percent of the counselors recommended the addition of courses teaching such basic pre-vocational skills as how to handle an interview, how to dress, proper work attitudes and habits, etc. Twenty-nine percent stressed the need for additional vocational courses and the upgrading of present courses to make their standards comparable with those of industry. Twenty-one percent suggested that more cooperative, work-training, work experience, etc., courses be provided.

Among the sample of 763 counselors, 58 percent suggested improvements in general education. Better preparation for students in reading, writing, and arithmetic identified was by 21.6 percent of the sample. The same percentage suggested that the schools should individualize instruction, adopt less rigid standards, and place greater emphasis on the unique characteristics of each student.

TABLE 14

CHANGES IN SCHOOL CURRICULUM
SUGGESTED BY YOC COUNSELORS
(N=763)

Worker Adjustment Problems	Number of Counselors Who Mentioned It	Percent of Counselors Who Mentioned It
Guidance	622	81.5
Provision of more and better occupational information	479	62.8
More vocational guidance	220	28.8

Worker Adjustment Problems	Number of Counselors Who Mentioned It	Percent of Counselors Who Mentioned It
Increased testing to assist students	114	14.9
Earlier counseling, occupational information	96	12.6
Increased guidance services	93	12.2
Special counselors for non-college bound	60	6.6
Increased cooperation between school and E. S.	43	5.6
More vocational training for counselors	31	4.1
Better qualified counselors	14	1.8
Do not use counselors for disciplinary cases	9	1.2
Other	18	2.4
Vocational Education	535	70.1
Addition of courses teaching basic pre-vocational skills	330	43.3
More and better vocational courses	220	28.8
More cooperative courses	159	20.8
Some vocational education for everyone	19	2.5
Begin vocational education earlier	14	1.8
More technical schools	12	1.6
Provision of scholarships to trade schools	2	0.3
Other	7	0.9
General Education	442	57.9
Better basic education	165	21.6
Less rigid standards-more emphasis on unique characteristics of each student	165	21.6
More and earlier remediation	127	16.6
Teach responsibility-self-discipline	92	12.5
Increased cooperation between school and community	69	9.0
Better teachers	46	6.0
More adult education	11	1.4
Abolish general curriculum	7	0.9
Other	43	5.6

THE RELATIONSHIP BETWEEN RESPONDENTS' PERSONAL CHARACTERISTICS AND SELECTED RESPONSES

Appropriate cross tabulations were made to determine if the respondents' background characteristics affected the frequency with which they mentioned worker adjustment problems and offered solutions to these problems. Chi-square was used to determine the level of significance of the relationships between background characteristics and the frequency of mention of problems and solutions, when possible. It was not possible to determine the significance level for some relationships because of the limited frequency with which some of the problems and solutions were mentioned. Of the 12 variables considered (size of community, age, sex, race, father's education, mother's education, length of time in present community, job title, income, respondent's education, prior employment experience, U. S. Employment Service region) none had any significant effect on the frequency with which solutions were suggested. Only two of the variables, sex and USES region, affected the frequency with which problems were mentioned.

Sex had an effect on the frequency with which two broad problem categories (job preparation and personality variables) and four problem sub-categories (inadequate training and lack of job skills, inability to fill out forms and handle interviews, inability to accept supervision, and academic overemphasis were specified (Table 15). A larger percentage of women mentioned job preparation, personality variables, inadequate training or job skills, inability to fill out forms, pass tests, handle interviews, etc. and inability to accept supervision as important problems; a higher percentage of men selected academic overemphasis as a problem.

TABLE 15

PERCENTAGE OF RESPONDENTS MENTIONING SELECTED PROBLEMS BY SEX

Problem	Percentage Which Mentioned the Problem		
	M (N=336)	F (N=361)	Total (N=763)
Job Preparation	84.3	88.9	86.0
Personality Variables	75.6	82.8	78.2
Inadequate training, job skills	46.4	63.9	56.1
Inability to fill out forms, pass tests, handle interviews, etc.	17.6	24.9	22.1

Problem	Percentage Which Mentioned the Problem		
	M (N=336)	F (N=361)	Total (N=763)
Inability to accept supervision	17.0	24.0	21.1
Academic overemphasis	11.3	6.1	9.0

Table 16 presents a breakdown of the percentage of respondents mentioning those problems in which significant regional differences were found by U. S. Employment Service (USES) region. Respondents from Region 1 (Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island, and Vermont) identified lack of information about work and training opportunities, inability to fill out forms and handle interviews, and discrimination as important problems in fewer numbers than respondents from the other regions. Counselors from Region 2 (New Jersey, New York, and Puerto Rico) tended to mention personality variables and community factors more frequently and inadequate preparation in basic subjects and unrealistic wage and promotion demands less frequently than did counselors from other regions. Region 3 (Delaware, Maryland, North Carolina, Pennsylvania, Virginia and West Virginia) counselors were about average while Region 4 (Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee) respondents mentioned community factors less frequently than their counterparts in other regions. Respondents from Region 6 (Illinois, Indiana, Minnesota, and Wisconsin) and Region 7 (Iowa, Kansas, Missouri, Nebraska, North Dakota and South Dakota) were also about average in the frequency with which problems were cited. More respondents from Region 8 (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas) specified unrealistic aspirations and expectations than did counselors from other regions. A greater proportion of Region 9 (Colorado, Montana, Utah, and Wyoming) counselors reported family background as a problem than any other region. Region 10 (Arizona, Nevada, Hawaii and California) informants were lowest in proportion of counselors mentioning unrealistic aspirations and expectations and highest as to mentioning inadequate preparation in basic subjects and discrimination. Counselors from Region 11 (Alaska, Idaho, Oregon, and Washington) approximated the overall average in proportion mentioning these problems. There does not seem to be any overall pattern to explain these regional differences, possibly because USES regions are somewhat heterogeneous in make-up. Different units of analysis (e.g., industrial vs. agricultural) may have revealed a consistent pattern.

TABLE 16

PERCENTAGE OF RESPONDENTS MENTIONING SELECTED PROBLEMS BY USES REGION
(N=763)

Problem	USES Region 1 N=65	2 N=51	3 N=122	4 N=109	5 N=95	6 N=78	7 N=34	8 N=93	9 N=16	10 N=79	11 N=23	All Regions N=763
Personality Variables (broad category)	79.5	94.1	78.7	85.0	78.9	70.5	85.3	72.0	68.8	73.4	69.6	78.2
Family background (broad category)	23.1	33.3	25.4	19.6	23.2	37.2	29.4	35.5	56.3	35.4	26.1	29.0
Community factors (broad category)	15.4	33.3	25.4	16.8	7.4	25.6	26.5	23.7	18.8	27.8	26.1	20.2
Lack of information about work and training opportunities	32.3	43.1	46.7	51.4	66.3	57.7	52.9	46.2	43.8	49.4	34.8	49.5
Unrealistic aspirations and expectations	41.5	41.2	45.1	45.8	34.7	34.6	29.4	48.4	37.5	22.8	34.8	39.2
Inability to fill out forms, pass tests, handle interviews, etc.	6.2	17.6	18.0	15.9	38.9	23.1	17.6	25.8	12.5	29.1	30.4	22.1
Inadequate preparation in basic subjects	9.2	2.0	18.9	17.8	12.6	26.9	17.6	26.9	12.5	30.4	26.1	19.0
Racial, ethnic, sex discrimination	3.1	5.9	16.4	24.3	13.7	16.7	11.8	22.6	18.8	25.3	8.7	16.6
Unrealistic wage or promotion demands	15.4	3.9	9.8	4.7	32.6	25.6	23.5	18.3	6.3	20.3	13.0	16.4

COMPARISON OF PROBLEMS MENTIONED BY VOCATIONAL EDUCATORS AND YOC COUNSELORS

The questionnaire used in this study was adapted from one used previously in a companion study based on a "purposive" sample of vocational educators (Garbin et al., 1967). While there were major differences between the two studies as to the size and composition of sample and the method of data collection, respondents in both studies were asked to identify the major problems faced by youth making the transition from school to work. In Table 17, the percentage of each sample mentioning the problem and the rank order in terms of frequency of mention of each problem for each sample is reported.

As can be inferred from a Spearman as of .61, there was a good deal of similarity in the relative frequency with which the two diverse samples identified comparable problems. Many of the notable differences may be attributed to the different populations of youth that the respondents counseled. That is, it is likely the vocational educators who have worked with youth who are in the latter years of high school, have chosen a field of training and are receiving skill training, while the YOC counselors have worked with youth who are below average in education and skill attainment. Consequently, it is not surprising that larger percentages of YOC counselors than vocational educators mentioned inadequate training, lack of skills, lack of information about work and training opportunities, inability to complete forms, handle interviews, pass tests, etc., the permissive school atmosphere, and unrealistic wage or promotion demands. On the contrary, vocational educators tended to mention more often non-skill-related problems, particularly poor attitudes toward work, inability to cope with the real demands of work (i.e., the eight hour day, 40 hour week, night shift, etc.), inadequate transportation, union practices (seniority systems, discriminatory apprenticeship programs, etc.) and academic overemphasis in the schools. The extent of the agreement on the problems among these two populations of respondents increases the probability that the problems mentioned are "real" problems facing youth making the transition from school to work.

TABLE 17

PROBLEMS MENTIONED BY VOCATIONAL EDUCATORS AND YOC COUNSELORS

Worker Adjustment Problem	YOC Counselors (N=763) Percent of respondents who mentioned the problem	Rank	Vocational Educators (N=69) Percent of respondents who mentioned the problem	Rank
Inadequate training and job skills	56.1	1	21.7	14

Worker Adjustment Problem	YOC Counselors (N=763) Percent of respondents who mentioned the problem	Rank	Vocational Educators (N=69) Percent of respondents who mentioned the problem	Rank
Lack of information about work and training opportunities	49.5	2	17.4	20.5
Unrealistic aspirations and expectations	39.2	3	44.9	1
Lack of responsibility, maturity	32.4	4	43.5	3
Poor work habits, absenteeism, tardiness	28.4	5	30.4	11
Family background	24.9	6	33.3	8.5
Poor self-concept (lack self-confidence)	24.2	7	33.3	8.5
Lack of future orientation-long-range goals	23.3	8	31.9	10
Inability to complete forms, handle interviews, pass tests, etc.	22.1	9	14.5	25
Supervisor-employee relations	21.1	10	34.8	6.5
Lack of knowledge of the real demands of work	20.3	11	43.5	3
Inability to communicate	19.0	12	15.9	22.5
Discrimination	16.6	13	21.7	14
Inability to see their place in the total work environment (unrealistic wage or promotion demands)	16.4	14	4.4	38.0
Lack of prior work experience	15.1	15	21.7	14
Permissive school atmosphere	14.5	16	7.3	32.5
Poor occupational choice	14.3	17	11.6	29
Poor attitudes toward work	12.8	18	43.5	3
Inadequate guidance and placement services	11.9	19	18.8	18.5

Worker Adjustment Problem	YOC Counselors (N=763) Percent of respondents who mentioned the problem	Rank	Vocational Educators (N=69) Percent of respondents who mentioned the problem	Rank
Inability to get along with fellow workers	9.8	20	20.3	16.5
Schools' academic overemphasis	9.0	21	34.8	6.5
Lack of local job opportunities	7.1	22	14.5	25
Child labor laws	6.7	23	7.3	32.5
Lack of communication and cooperation between school and outside (school does not relate to the world of work)	5.5	24	13.0	27
Parents' unrealistic vocational aspirations	5.4	25	20.3	16.5
Military obligation	4.7	26	18.8	18.5
Inadequate transportation	3.7	27	23.2	12
Employers' unrealistic expectations	3.5	28	17.4	20.5
Inability to meet people	3.3	29	5.8	35
Inability to cope with the real demands of work	2.6	30	37.7	5
Loss of security and status	2.4	31	14.5	25
Inability to cope with personal problems	2.2	32	11.6	29
Insurance policies	2.0	33	2.9	40
Monotonous work	1.6	34	4.4	38.0
Impersonality of large organizations	1.0	35.5	4.4	38.0
Negative image of youth	1.0	35.5	8.7	31
Problems with teachers	0.8	37	11.6	29

Worker Adjustment Problem	YOC Counselors (N=763) Percent of respondents who mentioned the problem	Rank	Vocational Educators (N=69) Percent of respondents who mentioned the problem	Rank
Community wage structure	0.3	38	5.8	35
Employers ignore training when placing new workers	0.1	39.5	8.7	35
Union practices	0.1	39.5	15.9	22.5

CHAPTER IV

MAJOR FINDINGS AND RECOMMENDATIONS

Many of the problems cited most frequently in this study are not new and have already received a good deal of attention in the past. The fact that many youth lack information about work and training opportunities has long been recognized and much relevant research has been reported (Hoppock, 1967; Shartle, 1959; U. S. Employment Service, 1965). However, the reading level of occupational information makes it intellectually inaccessible to many youngsters who need it most (Diener and Kaczkowski, 1960; Watson, Rundquist, and Cottle, 1959) while placement (e.g., libraries, guidance counselor offices) makes it physically inaccessible for others, and form (e.g., Dictionary of Occupational Titles) limits the usability for still others. The problem is compounded because occupational information sources tend to become obsolete very rapidly (Hoppock, 1967). The problem is aggravated further by the fact thay many youth, particularly youth needing help most (e.g., dropouts), receive little or no vocational guidance prior to completing their formal education (Campbell, Eggeman, Gary, Glover, Makey, Mehrotra, and Nagely, 1968; U. S. Department of Labor, 1968). There is a dire need for programs aimed at providing usable, up-to-date occupational information for youth prior to their leaving school. There is an equally urgent need for programs which will provide occupational information and vocational guidance for those who have terminated their formal education and have little motivation to pursue further formal education, but are motivated to become productive employees.

Lack of job skills, the problem mentioned most often by the respondents of this study, has been the target of many programs in recent years. However, most of these programs have had rather high dropout rates and minimal rates of successful job placement of their enrollees. While the reasons for the relative lack of success of these programs are debatable, it seems evident that youth do not persist in programs unless the programs are relevant to the self-perceived needs of youth, nor do they continue in programs if their successful completion of the program does not result in a job that is worth the effort required for completing the program (Drob, 1968; Gordon, undated).

The number of problems cited and the counselors' comments provide additional insight into the problems involved in designing a successful program aimed at job placement. Fifty problem sub-categories were identified, with many of these sub-categories

subsuming a number of specific problems. Most of the YOC counselors commented that the listing of problems singularly was artificial and misleading and that most of their clients did not have a single problem but a constellation of interwoven problems which varied considerably from client to client. For a program to be successful, then, provision must be made: 1) for the identification of the particular constellation of problems bothering each enrollee; 2) for an intervention which will alleviate each individual's problems; and 3) for placement in a job at a level satisfactory to the enrollee.

The identification of problem constellations besetting an individual represents a formidable measurement and diagnostic problem. At present, many programs administer tests ritualistically, with little or no use made of the results; while others have discarded tests altogether because they have been defined as worthless. Many of the present tests are of little value, either because the past educational and environmental experiences of the prospective testees are disparate from the sample on which the tests were standardized or because of the testees' past failures in conventional testing situations. New methods of measurement and diagnosis should be developed that are appropriate for populations suffering from employment problems. The work-sample technique used in sheltered workshop settings shows promise (Drob, 1968; Gordon, undated). The work of Crites (1964) and especially of Super (1963; 1967) in the area of vocational maturity could result in applicable instruments or techniques of measurement.

However, even if measures are developed which will delineate the particular constellations of problems causing vocational maladjustment, they are useless if effective follow-up intervention techniques are not available. The 736 respondents of this study have identified a whole host of attitudes, personality problems, and behaviors which they felt contributed to youthful worker maladjustment. Too often, youth are told that they will have to undergo a period of "adjustment" before they can begin work. The counseling they receive to effect this adjustment may or may not be appropriate, but youth, motivated for jobs but not for personality changes, tend to drop out. Intervention techniques need to be developed which will bring about the required attitudinal, behavioral and characterological changes concomitant with working and training. Sheltered workshops have long combined adjustment with working and training and might furnish one model. The contributions of research in behavior modification might also furnish some clues for new intervention techniques (for example: Cohen, 1968).

Particularly pertinent to the above problems were the suggestions by counselors that schools should provide more and better occupational information, more vocational guidance, and more vocational and cooperative courses. They also suggested the

additions of courses teaching basic pre-vocational skills (e.g., how to dress and apply for a job availability and how to use existing community resources in looking for a job etc.) Many expressed the opinion that schools are generally too academically oriented and not attuned to the student beginning his work career during or immediately after high school.

The availability of jobs suitable for youth who complete the program is very crucial to the success of any job-training or work-adjustment program, whether in school or out. In recent years, the relative lack of entry-level jobs with advancement potential as automation has progressed in industry, the raising of minimum wage laws, and the spread of union contracts which limit employees' power to fire unproductive employees have combined to limit the number and kinds of jobs available to youth, particularly those who enter the labor market at a relatively early age (14 to 18 years of age). For these youngsters, who are coping with other developmental tasks typical of youth of this age, such as the establishment of identity, developing a mature sex role, etc. (Erikson, 1968), the frustration and disappointments inherent in competing with older, established workers often leaves a residue which negatively affects their entire work life. Maturity, responsibility, self-esteem and other desirable worker personality characteristics are to a certain extent related to age. More apprenticeship-like work experiences should be made available for the very young workers. Labor laws and union contracts should make suitable provisions for the younger worker so prospective employers will not be penalized in hiring them.

Finally, the most important finding of this study is that youth are experiencing a bewildering variety of problems which negatively affect their adjustment to work. Furthermore, although career development theorists have directed much attention to the problems of vocational choice, (Ginzberg, Ginsburg, Axelrod, and Herma, 1951; Super, 1957; Tiedeman and O'Hara, 1959), most of this research describes career development as it occurs typically and/or theorizes about how it should develop. This body of research is often inapplicable to the vocationally maladjusted (Osipow, 1968). While efforts are being expended to operationalize some of the concepts developed, (Super, 1963, 1967; Tiedeman, 1967) much work remains before these theories will yield useful programmatic solutions to youthful worker adjustment problems.

This survey indicates that the obstacles facing youth in the transition from school to work are many and complex. It is apparent the problems are not amenable to quick and easy solutions. There is an urgent need for research-demonstration projects to identify and develop materials which would be instrumental in effecting a facile school-to-work transition.

SUMMARY

All counselors employed at the 167 Youth Opportunity Centers of the U. S. Employment Service were mailed a questionnaire which requested that they 1) list the major problems faced by youth in transition from school to work, 2) suggest things the schools could do to alleviate the problems, and 3) provide certain information about their backgrounds and jobs. Usable questionnaires were returned by 763 respondents, representing approximately 59 percent of the universe.

The majority of the sample was white, under 35 years of age, college educated with some graduate training, worked in an urban area, and earned from $5,000 to $7,000 a year. Most of the counselors (75 percent) reported that the opportunity their jobs gave them to work with young people constituted the basic source of job satisfaction. Paper-work, bureaucracy and red tape were job characteristics they disliked most (mentioned by 52 percent of the sample) and posed the greatest obstacles to successful job performance (listed by 27 percent of the sample). Personal growth variably (e.g., self-control, self-reliance) were cited by 36.1 percent of the informants as the most difficult thing they had had to learn to perform their jobs well.

The counselors enumerated a large number of problems which were categorized into nine broad categories and 50 sub-categories. The most frequently mentioned broad problem categories were: 1) job preparation (mentioned by 86.0 percent of the respondents) 2) personality variables (mentioned by 78.2 percent of the respondents) and 3) vocational behavior (mentioned by 71.7 percent of the respondents). The most frequently mentioned sub-categories, and the percent of respondents citing them, were: 1) inadequate training and job skills (56.1 percent); 2) lack of information about work and training opportunities (49.5 percent); 3) lack of responsibility, self-discipline, initiative (32.4 percent); 4) unrealistic aspirations and expectations (39.2 percent); and 5) poor work habits (28.4 percent). The three problem categories mentioned most often were also selected by the counselors as the most important problems faced by youth (selected by 23.2, 11.0, and 6.3 percent of the sample, respectively) and were also most often identified as the second most important problem (percentages of 13.0, 8.3, and 6.8 respectively).

Counselors suggested that schools should provide more and better occupational information (mentioned by 62.8 percent), should add courses teaching basic pre-vocational skills (mentioned by 43.3 percent), should provide more vocational guidance (mentioned by 28.8 percent), and more and better vocational courses (mentioned by 28.8 percent).

Of the 12 background characteristics examined, only sex and geographical region had a significant effect on the frequency with which problems were mentioned. The rank-order correlation (Rho + .61) derived from the frequency that problems were identified by this sample of counselors and a previous sample of vocational educators (Garbin et al., 1968) suggests moderate agreement between the two groups of respondents. It seems likely that the unexplained variance may be attributed to the major differences between youth sub-populations which the high school vocational educators and the YOC counselors served.

Recommendations were made for:

1. The provision of more occupational information for youth, particularly out-of-school youth.

2. The development of improved techniques for diagnosing the problems facing vocationally maladjusted youth.

3. The development of new intervention techniques suitable for sub-populations for whom traditional counseling approaches are not appropriate.

4. The provision of more vocational guidance and more cooperative, vocational and pre-vocational courses in the schools.

5. The provision of more apprenticeships and the modification of labor laws and union contracts to assist the very young (14 to 18 years of age) employed.

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APPENDICES

APPENDIX A

YOC COUNSELORS' SURVEY

I. D. _____

I

Due to the nature of your work, you are in a strategic position to be aware of several major problems faced by youth (roughly 16 to 26 years) making the transition from school to work. Illustrations of certain problems may include the following: relationships with supervisors and co-workers; nature of marketable skills; personality factors; rewards, tangible and intangible; discrimination because of age, sex, race, social class, etc.; influence of family; work habits; etc., etc. Obviously, this is neither an exhaustive listing, nor an indication of the most relevant factors negatively affecting the worker adjustment process of this group of individuals. We are hoping you will help provide us with this information.

Based on the experiences you have had in your present position, please indicate in the space below the major problems faced by many youth in the transition from school to work. It would also be appreciated if you would briefly elaborate upon each of the problems specified.

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

3. _____

_____

(If additional space is needed, use reverse side.)

y

4. _____

5. _____

6. _____

Of the specific problems identified on the previous page, which one in your opinion represents the most important impediment faced by youth in their transition from school to work? (Specify below)

_____

Which one represents the second most important impediment? (Specify below) _____

_____

(If additional space is needed, use reverse side.)

II

The ultimate goal of this project is the development, testing, and dissemination of curriculum materials and/or teaching aids which will facilitate the adjustment of youth making the transition from school to work. In your opinion, what kinds of things could the schools do to enhance the adjustment of youngsters to the world of work (and thus, hopefully, make your job a little easier).

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

4. _____

_____

_____

_____

(If additional space is needed, use reverse side.)

III

We are also interested in determining the available curriculum materials and/or teaching aids which seem to have great potential for alleviating some of the impediments faced by youth in the transition from school to work. Present brief descriptions and the specific problems which you feel the materials are most likely to help reduce in the space below. In addition, indicate appropriate bibliographical information. (e.g., name of author, title of publication, name of periodical, page numbers, place of publication, name of publishing agency, date of publication, or as much information that you can, which would help us locate the sources in question).

1. DESCRIPTION: _____

_____

PROBLEM(S): _____

_____

BIBLIOGRAPHICAL INFORMATION: _____

_____

_____

_____

2. DESCRIPTION: _____

_____

PROBLEM(S): _____

_____

BIBLIOGRAPHICAL INFORMATION: _____

_____

_____

(If additional space is needed, use reverse side.)

IV

We would also like some background information about you and your center to complete our questionnaire.

Center Background Data

1. Center Address _____
   Number Street City State Zip Code

2. Center Telephone Number _____

3. What is the size of the community in which your center is located?

   1)____ A metropolis with half a million or more people?
   2)____ A suburb of such a metropolis?
   3)____ A city of 100,000 plus to 500,000 people?
   4)____ A city of 50,000 to 100,000 people?
   5)____ A city of 10,000 plus to 50,000 people?
   6)____ A town of 2,500 to 10,000 people?
   7)____ A town under 2,500 people?
   8)____ Open country?

Personal Background Data

4. Name _____
   Last First Middle Initial

5. What is your age?

   1)____ under 25
   2)____ 26 to 35
   3)____ 36 to 45
   4)____ 46 to 55
   5)____ 56 to 65
   6)____ over 65

6. Sex: 1) male_____ 2) female_____

7. Race: 1) _____ white 2) _____ non-white

8. What was the last year of schooling completed by both your father and your mother?

By Father		By Mother
1)_____	------Some grade school----------	1)_____
2)_____	------Completed eight grades----------	2)_____
3)_____	------Some high school----------	3)_____
4)_____	------Completed high school----------	4)_____
5)_____	------Some college----------	5)_____
6)_____	------Completed college----------	6)_____

7) _____ ------Some graduate work or professional work 7) _____
8) _____ ------Completed graduate or professional train-
ing---------- 8) _____

9. How long have you lived in the community where you are presently living?

1) _____ less than 1 year
2) _____ 1 year but less than 4 years
3) _____ 4 years but less than 10 years
4) _____ 10 years but less than 20 years
5) _____ over 20 years
6) _____ born and lived here all my life

10. What is the title, principle duties, and general nature of your present work?

_____

_____

11. Here is a list showing different income groups. Check the number of the group representing the amount of money you made last year (gross income).

1) _____ under $5,000
2) _____ $5,000 plus to $7,000
3) _____ $7,000 plus to $9,000
4) _____ $9,000 plus to $11,000
5) _____ $11,000 plus to $13,000
6) _____ $13,000 plus to $15,000
7) _____ over $15,000

12. We would also like some information about your educational background. Please tell me the colleges or universities you have attended, the dates attended, major fields of study, and degrees received. Begin with your most recent higher educational experience and end with your initial experience following graduation from high school (or equivalent diploma).

Dates Attended From Mo. Yr.	To Mo. Yr.	College or University	Major Field of Study	Degree	Additional Comments (e.g., attended on part-time basis)

13. Now, we would like for you to tell us about the jobs you have held since you were about 18 years old. We are only interested in those jobs held on a full-time basis and for a fairly permanent period of time (one year or more).

1) _____ (Type of Job) _____ (Employer) _____ (Years)

2) _____ (Type of Job) _____ (Employer) _____ (Years)

3) _____ (Type of Job) _____ (Employer) _____ (Years)

4) _____ (Type of Job) _____ (Employer) _____ (Years)

5) _____ (Type of Job) _____ (Employer) _____ (Years)

6) _____ (Type of Job) _____ (Employer) _____ (Years)

7) _____ (Type of Job) _____ (Employer) _____ (Years)

8) _____ (Type of Job) _____ (Employer) _____ (Years)

14. At this time, we have some questions relating to your present job. Remember, your answer will not be used to evaluate you or your center.

What do you like most about your present job? _____

_____

15. What do you dislike most about your present job? _____

_____

16. What would you say is the most difficult thing you have had to learn in order to do your job well? _____

_____

17. What presents the greatest difficulty or obstacle to the successful performance of your job? _____

_____

The Center For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

August 11, 1967

Manager
Youth Opportunity Center

Dear Sir:

The Center for Vocational and Technical Education, with financial support from the U. S. Office of Education and the approval of the Division of Youth Employment, U. S. Employment Service, is conducting a national study entitled: "Transition from School to Work: Worker Adjustment." The basic purpose of the research is twofold: (1) to determine the major socio-psychological impediments faced by youth making the transition from school to work, and (2) to discover, develop and test instructional materials and/or teaching aids which seem to have the greatest potential for facilitating the adjustment of youth during this period.

Our success in this endeavor is dependent upon securing information and suggestions from people who are familiar with the problems experienced by young people in the world of work. YOC counselors, by virtue of their training, experience, and present duties, seem uniquely well-qualified for our purposes. We are therefore seeking your assistance.

A number of packets, each containing a questionnaire, a cover letter, and a self-addressed, postage-paid, return envelope, are enclosed. It would be greatly appreciated if you would distribute a packet to each counselor (counselor as defined by USES and civil service regulations) employed at your center. Please request them to complete and return the questionnaire (within one week, if possible). The questionnaire is self-administering and can be completed and returned by each counselor. The questionnaire should take approximately one-half hour to complete.

A postal card seeking information concerning the number of packets distributed in your center is also enclosed. If you need additional packets, please indicate this on the card. Extra copies not needed may be destroyed. It is important that you return the card so that we can maintain an accurate account of the sample universe.

IN COOPERATION WITH THE DIVISION OF COMPREHENSIVE AND VOCATIONAL EDUCATION RESEARCH, UNITED STATES OFFICE OF EDUCATION

We would like to emphasize that the purpose of this study is not to evaluate your center program. The identity of your center and the respondents from your center will be confidential information. Neither will be identified in the final report.

Your assistance is vital to the success of this project. We realize that you and your staff are very busy coping with the problems of youth. However, there is a pressing need for research and demonstration projects in this area. Hopefully, by working together our common goal of helping young people to better adjust to the world of work will be realized. Thank you for your cooperation.

Sincerely,

Robert E. Campbell, Ph. D.
Specialist in Occupational
Psychology and Associate
Professor

A. P. Garbin, Ph. D.
Specialist in Occupational
Sociology and Associate
Professor

REC, APG:npw

Enclosures

APPENDIX C

Number of Packets Distributed: _____

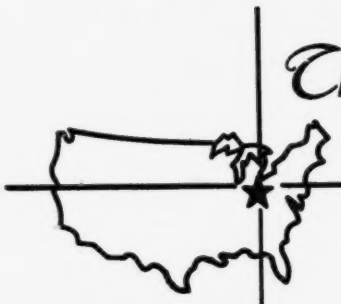
Number of Additional Packets Needed: _____

YOC Address: _____
Number Street

_____
City State Zip Code

YOC Telephone Number: _____

_____
Manager's Signature



The Center For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

August 11, 1967

Counselor
Youth Opportunity Center

Dear Sir:

The Center for Vocational and Technical Education is conducting a national study entitled: "Transition from School to Work: Worker Adjustment." Our primary focus is on various socio-psychological aspects which impinge on the adjustment of youth (roughly 16 to 25 years old) to the world of work. We are interested in determining the factors existent in work as well as non-work situations which appear to affect worker adjustment. In addition, we hope to discover, develop, and test instructional materials and/or teaching aids which can be used by schools to enhance the adjustment process.

The success of this endeavor is dependent upon securing information and suggestions from individuals who are familiar with the problems experienced by young people in the world of work. You, by virtue of your training, experience, and present duties, are most aware of these problems. We are therefore seeking your assistance.

We would like to emphasize that this study is not aimed at evaluating you or the center in which you are employed. Your identity, and the identity of your center, will be kept confidential and will not be identified in any way in the project report.

Kindly answer the items as explicitly and frankly as possible and return the completed questionnaire within a one-week period.

Your cooperation is needed and we hope that by working together our eventual goal of helping young people better adjust to the world of work will be realized. Thank you very much for your cooperation.

Sincerely,

Robert E. Campbell, Ph.D.
Specialist in Occupational Psychology and Associate Professor

A. P. Garbin, Ph.D.
Specialist in Occupational Sociology and Associate Professor

REC, APG:npw
Enclosure

IN COOPERATION WITH THE DIVISION OF COMPREHENSIVE AND VOCATIONAL EDUCATION RESEARCH, UNITED STATES OFFICE OF EDUCATION

The Center For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

September 21, 1967

Manager
Youth Opportunity Center

Dear Sir:

The Center for Vocational and Technical Education is attempting to develop and test instructional materials and/or teaching aids which have potential for facilitating the adjustment of youth making the transitions from school to work. To succeed in this endeavor, we need information and suggestions from individuals familiar with the problems faced by youth during this period. YOC counselors are uniquely well qualified and we are therefore seeking your assistance.

You should have received, approximately three weeks ago, a packet containing a number of questionnaires along with a request to distribute a questionnaire to each counselor employed at your center. We have not, as yet, received any replies from your center and we are concerned.

If you have not received our questionnaires, simply indicate, on the enclosed card, the number of packets needed on the appropriate line and return the card to us. The number of packets needed corresponds to the number of counselors (as defined by USES, exclusive of trainees and supervisors) employed in your center.

If you have received our questionnaires, would you please distribute them and ask your counselors to return them as soon as possible? We would like to complete our data gathering by October 6, 1967.

Your assistance, and the assistance of your counselors, is vital to the success of this project. We realize that you are very busy coping with the problems we wish to study. However, by working together, our common goal of helping young people to better adjust to the world of work will be realized.

Thank you for your cooperation.

Sincerely,

Robert E. Campbell, Ph.D.
Specialist in Occupational Psychology and Associate Professor

A. P. Garbin, Ph.D.
Specialist in Occupational Sociology and Associate Professor

IN COOPERATION WITH THE DIVISION OF COMPREHENSIVE AND VOCATIONAL EDUCATION RESEARCH, UNITED STATES OFFICE OF EDUCATION

The Center For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

Manager
Youth Opportunity Center

Dear Sir:

Thank you very much for assisting us in our project "Transition from School to Work: Worker Adjustment."

The returns to date have been good. However, there is still a substantial percentage of the questionnaires which have not been returned. Would you please ask those counselors who have not yet completed their questionnaires to do so and return them as soon as possible? We would like to complete data-gathering and begin analysis of the data by October 6, 1967.

Thanks again for your cooperation.

Sincerely,

Dr. Robert E. Campbell
Occupational Psychology
Dr. A. P. Garbin
Occupational Sociology

REC:APG/kk

IN COOPERATION WITH THE DIVISION OF COMPREHENSIVE AND VOCATIONAL EDUCATION RESEARCH, UNITED STATES OFFICE OF EDUCATION

APPENDIX G

MATERIALS SUGGESTED BY YOC COUNSELORS
BOOKS AND PAMPHLETS

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